

Grade One

A health education program for students in kindergarten through grade three involves students, school staff, families, and the community. These groups work together to promote good health, to prevent health problems when possible, and to address them in a systematic way when they do occur. All students are engaged in activities that foster the development of each individual's optimal physical, mental, and emotional well-being, leading to healthy choices and lifelong good health. The health education standards address the four unifying ideas for health literacy found in the *Health Framework for California Public Schools*:

- Acceptance of personal responsibility for lifelong health;
- Respect for and promotion of the health of others;
- An understanding of the process of growth and development; and
- Informed use of health-related information, products, and services.

Curriculum is structured to incorporate these unifying ideas and is implemented through a meaningful, student-centered approach, providing opportunities for participation, recognition, and successful achievement. The *Health Framework for California Public Schools* describes the following expectations:

Although much of their environment and daily living activities are beyond their control, students in kindergarten through grade three can choose many behaviors that contribute to good health. Because young children tend to be unselfconsciously egocentric, a curriculum that focuses on them and on what they can do to promote their well-being captures their interest and attention. The curriculum should begin with the children and their immediate environment so that they can make clear connections to information, concepts, skills, and behaviors. It should also sustain a focus on the children's social development as members of the classroom, the school, families, and communities. Throughout, the prevention of unhealthy behaviors and promotion of attitudes and behaviors that can lead to lifelong health practices should be strongly emphasized. (Page 56)

Acceptance of Personal Responsibility for Lifelong Health

Standard 1

The student understands and demonstrates ways in which his or her health and well-being can be enhanced and maintained.

Students in grade one who meet this standard will be able to:

- Practice good personal hygiene, especially caring for eyes, ears, nose, skin, hair, and nails.
- Identify habits that are good for health and those that are not.
- Group foods by using the USDA Food Guide Pyramid.
- Explore several physical activities that young children enjoy.
- Share information about their feelings in appropriate ways.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will create a three- or four-picture story of a daily personal hygiene routine.
- Students will sort pictures depicting healthy and harmful habits.
- Students will sort food pictures into the six groups on the Food Guide Pyramid.
- Students will participate in several different types of physical activities.
- Students will draw a picture about appropriately expressing feelings when prompted by a situation described by the teacher.

Standard 2

The student understands and demonstrates behaviors that prevent disease and speed recovery from illness.

Students in grade one who meet this standard will be able to:

- Cooperate in regular health screenings.
- Describe how to take prescription or over-the-counter medications properly under the direction of parents or health care providers.
- Describe how to stop the spread of germs.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will cooperate during routine school health screenings.
- Students will role-play safe and unsafe ways of taking medications.
- Students will draw a picture showing one way to stop the spread of germs.

Standard 3

The student will understand and demonstrate behaviors that reduce the risk of becoming involved in potentially dangerous situations and know how to react to situations in ways that help to protect his or her health.

Students in grade one who meet this standard will be able to:

- Use appropriate behavior when interacting with strangers.
- Recognize emergencies and respond appropriately.
- Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.
- Explain the need for using protective equipment in recreational and day-to-day activities.
- Distinguish between helpful and harmful substances, including tobacco, that are available for personal use.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will demonstrate ways to interact with strangers appropriately in different situations.
- When given emergency and nonemergency situations, students will be able to respond appropriately.
- Students will show correct responses during an emergency drill.
- Students will complete pictures of recreational and day-to-day activities by adding the appropriate protective equipment.
- Students will sort pictures of helpful and harmful substances, including tobacco.

Respect for and Promotion of the Health of Others

Standard 4

The student will understand and demonstrate how to play a positive, active role in promoting the health of his or her family.

Students in grade one who meet this standard will be able to:

- Identify ways in which children can help support positive family interactions, such as listening to and following directions, following family rules, and showing care and concern for other family members.
- Identify a family activity or tradition.
- Develop and use effective communication skills to enhance social situations.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will share a favorite family tradition with the class.
- Students will introduce a classmate to the rest of the class.
- Students will model effective communication skills such as fully listening to and not interrupting others.

Standard 5

The student will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

Students in grade one who meet this standard will be able to:

- Understand and follow school practices relating to health.
- Participate in school and community efforts to address local health and environmental issues.
- Demonstrate ways to share toys, pencils, and other items with others.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will listen to a nurse or health practitioner discuss school health practices and participate in a discussion afterwards about what it means to follow these practices.
- Students will plan and participate in a classroom recycling program for paper, plastic, aluminum, and glass.
- Students will participate in a class project to support a community need, such as a canned food drive.

An Understanding of the Process of Growth and Development

Key *Education Code* Sections Regarding Health Education Instruction

The *Education Code* sections described briefly below highlight parent notification requirements associated with the teaching of sexuality, growth and development, and sexually transmitted diseases (STDs). The full text of all except Section 60614 can be found in the *Health Framework for California Public Schools* (1994).

§51201.5 *Requires* that students in grades seven through twelve receive HIV/AIDS prevention education (once in junior high or middle school and once in high school), including current information and recommendations. (See *Education Code* sections 51240, 51550, 51553, and 51820 for parent notification requirements.)

- §51240 *Ensures the right of parents and guardians to exclude their children from health, family life, and sex education because of religious beliefs.*
- §51262 *Encourages instruction about the effects of using anabolic steroids (including reproductive consequences) in grades seven through twelve.*
- §51550 *Requires that:*
- Parents must be notified in writing (some districts may choose to expand the notification requirement to require positive permission) of any class in which human reproduction or family life is described.
 - Instructional materials must be available for inspection.
 - Parents and guardians must be given the opportunity to exclude their child from this education.
- §51553 *Establishes criteria for the course content of sex education to include:*
- Abstinence as the only 100 percent protection against STDs, such as human immunodeficiency virus (HIV), and unintended pregnancy
 - Failure rates of condoms and other methods of contraception
 - Emotional consequences of unintended pregnancies and adolescent sexual activity
- Instructional materials and information must be age appropriate.*
- §51820 *Requires a 15-day parent notification period prior to the beginning of venereal disease instruction. This code section also requires availability of instructional materials for review and ensures the right of parents and guardians to exclude their child from such instruction.*
- §60614 *Establishes that no test given as part of the statewide pupil assessment program will contain any questions or items that solicit or invite disclosure of a pupil's, or his or her parents' or guardians', personal beliefs or practices in sex, family life, morality, or religion nor will it contain any questions designed to evaluate personal behavioral characteristics.*

Standard 6

The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Students in grade one who meet this standard will be able to:

- Describe how living things come from other living things and recognize changes in life cycles.

The following task might be used to determine whether the student is meeting the standard:

- Students will observe the life cycle of a living thing in the classroom (e.g., silkworms, chickens, radishes) and demonstrate knowledge of the life cycle by drawing a picture of it.

Standard 7

The student will understand individual differences in growth and development.

Students in grade one who meet this standard will be able to:

- Demonstrate an understanding of individual differences among people, such as height, hair color, eye color, loss of baby teeth, and growth of permanent teeth.

The following task might be used to determine whether the student is meeting the standard:

- Students will graph information on the physical characteristics of the class.

Informed Use of Health-Related Information, Products, and Services

Standard 8

The student will identify products, services, and information that may be helpful or harmful to his or her health.

Students in grade one who meet this standard will be able to:

- Describe what health care workers do.
- Recognize that not all advertised products are good for them.

The following tasks and assignments might be used to determine whether the student is meeting the standard:

- Students will create a collage of various health care workers and discuss their roles.
- Students will sort advertisements from magazines into groups of products that are healthful.